

MENTAL HEALTH

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Observed Effects of Wartime Conditions on Children*

I. Children living under various types of war conditions

By MRS. E. M. HENSHAW, B.A.

(Educational Psychologist)

The views expressed in this paper are the summation of personal impressions gained from children since war began. The paper is not an accurate survey, and the findings have no statistical validity. The opinion and conclusions are necessarily only of a tentative nature.

The sources of the data will give some idea of the conditions under which the children studied were living. They are as follows:

1. The Manchester Child Guidance Clinic.
Manchester has not suffered such continuous air raids as London, Bristol or Liverpool but has had three nights of very severe blitz and numerous other minor raids, with for some periods almost nightly alerts and deafening anti-aircraft barrage.
2. The Bradford Child Guidance Clinic and in the Bradford schools.
Bradford has had only one severe raid and a few alerts, and normal life has been comparatively little disturbed.
3. The evacuated children from Bradford, housed in remote country districts and in neighbouring small towns.
4. The North-East Lancashire Child Guidance Clinic which serves a district where there has been practically no enemy action. In this Clinic there have also been a number of evacuees from south country heavily blitzed areas.
5. Work in the schools with maladjusted children in Chester, which at the time the children were seen had suffered no air raid damage, and where

* Papers read at a meeting of the Child Guidance Council held on May 27th, 1941.

the war consciousness of the children was expressed in appreciation of the pageantry of war rather than its dangers.

6. Work in the schools at Salford where they have suffered heavily and fairly continuously.

In addition to these sources, data has also been drawn from detailed observation of six young children evacuated to a remote cottage in Wales, living under the freest conditions. And, in contradistinction to this group, observations have also been made of so-called unbilleteable children living under Emergency Hostel conditions.

It is the aim of this paper to discuss the different ways in which the war situation seems to have modified the experience and behaviour of children and to indicate what seem to be their methods of dealing with it.

The general thesis is that experience of air raids and even actual bombing has caused less emotional disturbance in children, and that evacuation, on the other hand, has given rise to more emotional disturbance than was anticipated before war began. This does not mean that evacuation has not been necessary or advisable, nor is it supporting a policy of keeping children under blitz conditions; but there is evidence that there was and possibly still is an underestimation of the disturbances caused in the emotional development of the child by evacuation, and an over-estimation of the fear of raids.

In January 1940, *Mental Health* published an account of a detailed investigation into the problems of maladjusted evacuees. From case histories of these children it was evident that they had previously shown similar maladjustments in normal life. From these and from observation of children who were apparently well adjusted in their new foster homes, the tentative conclusion was drawn that evacuation as it was then being carried out, into the homes of country householders, was a success in the normal child but almost impossible with the neurotic child. It was evident that the problem child needed the freedom, the homely security and the affection which, although often so generously given by householders, can usually only be consistently relied on in the child's own home. From further investigation since that time it seems that this conclusion should be extended even to the normal well-adjusted child, and that evacuation even under the best conditions is seldom a satisfactory solution for any length of time. One of the reasons for this is the difficulty which is experienced not only by children but also by the adult population in making any stable adjustment to a situation which everyone hopes is only to be of short duration.

Even after three months of war, it was evident that the indefiniteness of period was an important contributory factor in many of the difficulties that arose. "Parents who parted willingly with their children, householders who willingly received children and the children themselves had not contemplated enduring the new regime for any length of time".* If, for example, a child is sent to Boarding School he knows that the arrangement is for a termly length definitely to be continued for a number of years. It is worth while to make friends, to make himself a stable and important member of his new society. There is no way out if he indulges in anti-social behaviour or

* "Some Psychological Difficulties of Evacuation" (*Mental Health*, January 1940).

sinks back upon himself. The child running from the carefully selected Boarding School is sure of a speedy return or deep disapproval. The evacuee returning home with stories of the cruel foster parents is only too often greeted as a hero. There is no doubt, however, that evacuation has been an experience of immense social value to the country as a whole. In addition to its stated function, it has provided invaluable evidence of the realities of social stratification. For many children, evacuation has held dreams of romance and adventure, of new vision and of fresh air. That these opportunities were fully realized and eagerly grasped was only too well illustrated by the long list of children who applied for overseas evacuation, and in a less degree by the town children who dream of the fields and of the trees and cows only a few miles from their own doorstep.

The drawbacks of the break-up of the family are expressed in the child's loss of emotional security. In particular he loses a legitimate outlet for his feelings of love and aggression, particularly his feelings of aggression. Only too familiar are the enthusiasms of householders, sometimes of their servants, for perfectly behaved children who are showing them affection, and the readiness with which this changes into a desire to get rid of the child at all costs as soon as the good behaviour shows signs of breaking. The noticeable after-effects of evacuation on a family of children, who were evacuated successfully for some time, was a regression to a much more infantile level of behaviour on returning home. This was consciously admitted by them to be the result of being denied the opportunity of expressing their feeling of aggression for such a long period. In their more honest moments, they realized how minor environmental stimulæ were merely seized upon as excuses for their outbursts. In this connection attention should be drawn to the very difficult conditions under which children in Emergency Hostels are living. Not only in most of them have they no one person to rely upon for love and affection, but in addition they are cruelly starved of all play material. Opportunities for expression in some of these Hostels are completely lacking. This is more than eighteen months after the first of them were set up. Knowledge which is common to all teachers working with young children, which is common to all interested parents, and certainly to all child guidance workers, that elementary play materials and opportunities for expression are essential for the development of the child has in some way failed to permeate to those responsible for the organization of Emergency Hostels for difficult children.*

Detailed observation of the six evacuated children previously mentioned living under the freest possible conditions, and of others, showed that one of the consequences of evacuation was an increase of concentrated fantasy play. The removal from home seemed to result in the creation of home comforts for the dolls. All sorts of odd materials were cut up to make clothes, bedclothes, bandages. Boxes, odd corners inside and out, became houses and were on occasion bombed. Terrific satisfaction was shown in these performances. In this play no adult supervision was required, merely a free atmosphere, unlimited amounts of inexpensive equipment, a normal outside environment, a number of children together, and above all freedom to make

* "Emergency Hostels for Difficult Children—Survey done by Educational Psychologist of twenty-two Hostels," by Miss E. Fox (*Mental Health*, October 1940).

a mess. It is this last concession which the Emergency Hostel, when not run by a skilled worker, finds so difficult to allow.

It would be interesting to investigate in detail the reasons given by parents and householders for children returning from evacuation, and to investigate in detail the various neurotic symptoms of evacuees of which so much has been heard. For example, it is well known that there was a higher incidence of enuresis in all ages of children than had previously been expected. Detailed follow-ups of some cases indicate, however, that the new anxiety of evacuation was conditioning a recurrence of a symptom, rather than the creation of a new symptom. Incidentally, in spite of the publicity given to the psychological aspects of enuresis this symptom is still being treated through the medium of fear.

A disturbing factor often overlooked in evacuees is the actual fear of war. The child realizes that he is being sent to the country because there is danger at home, and he is afraid of the creation of air raid damage which his fantasy makes for him. One quite acute anxiety of this type completely disappeared when the child was brought home, even to noisy air raid conditions. Fear of the known was nothing in comparison to fear of the unknown but imagined. In a considerable number of cases return home is only after a number of changes of billet have been made. It is possible that some of these may be accounted for by a real effort, not always conscious, on the part of the child to change his present billet not for another, but for his own home. This seems to be the case even where there are known to be air raids at home.

What, then, are the effects of actual war dangers on children? What damage is caused to them by living under air raid conditions? Figures which are shortly to be published from the Manchester Child Guidance Clinic show that even in a neurotic group of Clinic patients only in a comparatively small percentage of cases was any overt fear in raids shown, or any direct effect of them evident. On the other hand, a number of children have been sent to clinics specifically for war fears, or for symptoms resulting from air raids. For example, a child who had a permanent squint, seen three months after a serious blitz, said in explanation, "You see, I went cross-eyed in the Sunday blitz". He was not apparently upset by his symptom but he knew the cause from which it had originated. An adolescent who had had a serious return of enuretic habits was desperately afraid and developed a severe tremor under air raid conditions. A small evacuee of six suffered from regular night terrors after experience in the East End of London. A small girl of nine from Bristol was afraid to go to sleep at night. A high-grade defective girl was sent to a Clinic because she was afraid to put on a gas mask and therefore could not be admitted to school. All these and many others are cases where direct evidence of the mal-effects of war conditions on the City child can be seen, but the great majority even of clinic children, and almost 100 per cent. of the children seen under normal school conditions, show no overt symptoms through the mal-effects of enemy action. The question, then, arises, what are the factors which enable the child to adjust himself so satisfactorily? May it not be that the continual ventilation of the dangers and the excitement of war bring the subject sufficiently into the child's consciousness for him to be able in some measure to understand it? Children are more accustomed

to dealing with fear than adults. Fear is a natural response which they admit, but only when this is of some situation which they do not understand and which they do not face does it become an anxiety and does it cause serious maladjustment. Children seem to deal with the dangers of air raids in the long accepted way of the traditional fairy story; the shelter is the den or the magic carpet, the gas mask is the magic wand or ring which gives security over overwhelming odds. Hitler is a bogey, like the giant or the dragon. It is interesting to note here that parents accustomed to use this form of disciplinary weapon now as often refer to Hitler as "the man who will get you" as they do to the police. Children in Rest Centres whose homes have been destroyed are heard saying with triumph, "He thought he'd get us in the house but we were in the shelter, so you see he didn't". He, Hitler, the giant or the dragon in the fairy story, whose one aim was to destroy or devour the child in question, is thwarted. This point is further illustrated by a child of ten who was asked to return home early after going out to tea, being given the reason that there might be an alert. She replied in all seriousness, "Wouldn't it be better if I waited until after dark 'cos then he won't be able to see me?" The same feeling is illustrated by a primitive yokel who replies triumphantly when asked whether he is afraid in air raids, that he has three shelters, "The first night I go to No. 1, the second night I go to No. 2 and then the third night maybe I dodges back to No. 1." The feeling of mattering as an individual gives the child his security. It seems that so long as this is maintained and so long as the adults themselves are able to remain apparently quiet and confident, that even severe dangers of air raids hold no horrors. Even, in fact, where parents do show fear children have been known to say, "Mother is afraid, but I am not", but there is evidence that where war conditions have given rise to real anxiety in a child, that anxiety can nearly always be traced back to the fear shown by the adults concerned. The world only crumbles when those on whom the children rely as having confidence fail them in a lack of confidence. This, incidentally, is a very real argument in favour of evacuation. The strain of continual air raids on the adult population is very much increased by having to maintain a continual appearance of false confidence and security, quite apart from the natural anxiety for their children's safety.

A study of children's drawings taken at random from an elementary school in a Northern town illustrates what seems to be an interesting difference in the attitude of boys and girls to war conditions. Practically without exception every boy who is given the opportunity for free drawing now draws pictures of war, guns, ships, aeroplanes, submarines and parachutes. Often these pictures depict actual scenes of destruction. Practically without exception they show the swastika being beaten. The girls' free drawings, on the other hand, seldom bring in any war element. They are drawings of houses and homes of people in security. When a class of girls was asked specifically to draw a picture illustrating an air raid, the important elements were the house, the air raid shelter, searchlights, the children walking with gas masks and in siren suits, and only in some cases aeroplanes and fires. Even these, in comparison with the boys' pictures, were in small dimension in relation to the other elements in the picture.

It is interesting here to note how very quickly children respond to new forms of regulation, the gas mask must be carried, the children must go into a shelter when there is an alert sounded. These rules are responded to just as readily and appear to seem to the children no more unreasonable than the ordinary school rules, for example, that you walk out of school in a line.

The drawings seem to be a confirmation that the child has largely coped with the war situation. Free play and observation of children during play therapy confirm this, and in some ways the legalized aggression of war seems to be a relief to the children, particularly to well brought up children who, in some cases, normally have little outlet. An interesting commercial sidelight on this is that whereas in pre-war days far more toy wild animals were obtainable, now all the available material is used for the implements of war, soldiers, tanks, aeroplanes, and these in the children's play often take the place of the wild animals in pre-war play.

It is not within the scope of this paper to touch on the effects on children of the break-up of the family through their fathers joining the Forces. Delinquency figures indicated that the absence of the father has in many cases resulted in a deterioration of social behaviour and discipline in the child. Particularly this is accentuated by the economic necessity for the mother leaving the home to go to work, which the father being in the Forces so often implies. This condition is now being alarmingly extended by the growing demand for women labour and its conscription. There is, however, in a certain section of the population one aspect which should not be overlooked. The child who has had for years a father unemployed has gained much in pride and prestige with his father joining the Forces.

It appears that the ill-effects of wartime conditions on children are chiefly those caused through the break-up of the family, and particularly through the unavoidable lack of parental discipline, and that congratulations are due for the way in which children have actually stood up to direct enemy action. Through evacuation children have been put to the test of leaving home and security much earlier than is normal, and their behaviour has necessarily been less mature. The aftermath of this in post-war years will doubtless swell the waiting lists of child guidance clinics.

II. Impressions of Children in a Heavily Bombed Area

By Miss H. E. HOWARTH

(Regional Representative (Region No. 7) Mental Health Emergency Committee)

The conditions prevailing in the two cities in which I have been working, where devastation by air raids has been concentrated and almost all areas have suffered wholesale destruction of homes, schools and shopping centres, make detailed observation of individual children nearly impossible. The normal groups of children in school, play centre and club have been dispersed and, more than ever, one has to rely on collected evidence from adults. Information from the latter, unless they are trained in child psychology, tends to be inaccurate and at these times the evidence is

unduly influenced by the disturbance registered by the adults themselves. The newspapers bear ample witness to this. Local officials will on one day broadcast the fact that children are wonderful and seem rather to enjoy than to fear intense air bombardment, but later, in order to encourage evacuation, they are stressing the terrible strain put upon the children. In one school I visited a teacher had noticed no sign of nervous strain at all among the senior girls. A few had been gathered together for lessons in a school which was half destroyed, and when I asked whether the girls had talked about their experiences I was assured that they were never encouraged to discuss the raids. Another teacher tended to leap at every leading question, until I could only suspect that she wanted to see the symptoms which I expected she might find. So many adults are faced with the difficult task of finding their own personal adjustment that one must suspect what may appear on the surface as objective observation.

The difficulty of obtaining accurate observations should not deter the Child Guidance experts. Almost more than the stark tragedy of homes destroyed and people torn up by the roots from all their old associations, I have been impressed by the loss of all consideration for the individual. Hasty plans for rebilleting and evacuating homeless people by officials who themselves have lost their bearings have buried the individual's claim to act or think for himself as deeply as though a ten-storey building had buried him. The current expressions "these people must be made to do this or the other", "we have *got rid* of so many families" and many others all indicate the confusion and fear which prevails. After a few weeks in Rest Centres one sees a sort of despair upon the faces of the people, and this must make a profound impression on the growing children.

Quite the most general observation about the children is that they stand up extraordinarily well to a life of disturbed nights and even to the extreme emergency of being bombed out, buried or having to leave a burning home. Teachers, parents and ambulance drivers all remark upon it. The children at first are dazed, but soon adjust to a new life. If one measures this by the experience of Child Guidance one is not surprised, since one has learned already a healthy respect for the adaptability of the average child. One is reminded of the small boy who, when asked what he did on a Saturday afternoon, replied that he either went to the pictures or father might take him to see the ruins.

This is borne out by some figures based on information collected from schools by Miss Dunsdon. An inquiry was sent out to schools and the returns covered a school population of approximately eight thousand. Of these, rather over 4 per cent. appeared to show signs of strain either purely nervous or psycho-somatic.

It is interesting and suggestive to study these figures in some detail, although for the reasons which I have stated I do not think that they are conclusive, or even entirely reliable. Of the 4 per cent. of children showing symptoms of strain, 25 per cent. were in the age group 11-14 years, 35 per cent. 8-10 years, and 40 per cent. 5-7 years. This may be interpreted as showing that the older children, having gained a certain independence from parental ties, feel less helpless and they are also more immune from the contagious anxiety of parents. In most families of any size these

older children have certain small responsibilities such as helping the younger ones down to the shelter. The largest and youngest age group are still sufficiently dependent upon the mother quickly to reflect her fear, and they also have a greater feeling of helplessness. General observation of children of nursery school age indicates that they soon show the effects of fatigue from broken rest and noise, losing weight and becoming difficult to manage, but they equally quickly adjust to a quiet period and begin to make normal progress. In the winter months there was among these children a high incidence of bronchitis from sleeping in clothes and in damp shelters. Here one sees most strongly the latent power of adaptation of the very young child. Interesting light is shed by this upon the controversial subject as to whether the evacuation of unaccompanied two to fives is psychologically damaging to them. Is it wise to wait until the 5-7 period when they may show the maximum strain from their experiences?

Miss Dunsdon has divided the children under observation into two further groups, those showing psychological strain and those showing physical symptoms, probably psychogenic in origin. By far the largest proportion of psycho-somatic symptoms was in the 11-14 group in whom the conflict of primitive fear and the fear of being afraid would be greatest, a thing which has been remarked among adults.

The general inference is two-fold. There is no doubt that a small proportion of children is seriously affected by air raids, as much by prolonged periods of disturbance as by severe shock in blitzes, and many of these cases are not being recognized and have little chance of being treated unless child guidance becomes more generally a part of the services of the reception area. The second inference is that, generally speaking, the effects of wartime conditions will not be obvious for some time to come. Much preventive work may be done if a long view be taken. Quite the most interesting remark came from a school teacher of a junior boys' department. He noticed that the boys who had experienced the most severe shocks did not seem able to talk about it. Even the most extravert types were unwilling to talk of what had happened to them. This suggests that only in the study of children's phantasy are we likely to discover the real clues to their reactions. I would like to see some intensive research undertaken with individual play or drawings in play groups in the reception areas, where perhaps conditions might be suitable for such an investigation.

I do not feel that, even in the records of a certain child guidance clinic, where, at least until the end of March, the majority of cases might be said to be problems pre-dating severe air raids, there would be much material to aid us. Conditions do, of course, shape the structure of the interview. Such questions as "Do you feel frightened when the siren goes?" or "Where do you sleep, in the shelter or under the stairs?" become commonplace. Quite definitely a number of the graver psychological problems seemed unaffected—in one case where the situation between the parents had entirely defeated treatment, one might have expected a further breakdown in a boy of ten years, yet once more it was proved that external danger cannot compare with the paralysing effect of unconscious fears. Some problems of sleeplessness are condoned or eased by the necessity of broken nights and crowded sleeping conditions. A boy of a particularly hysterical type who at first refused to

go to school and panicked if he heard an air-raid siren continued to improve after treatment ceased, continued to attend school normally and continued to adjust in spite of much more severe raids. Some highly nervous, anxious children showed definite signs of relief and less fear once bombs had fallen near them. None of these things seems yet to fit into a definite pattern.

Everything points to the fact that this must be a long-term investigation. The psychological needs of the child are deep-seated. Security depends upon the assurance of love both consciously and unconsciously, rather than upon the material environment. The first thing to suffer is consistency of environment and perhaps the great danger at the moment is the general disintegration of the child's daily life. This must be a big factor in the increase in juvenile delinquency about which so much is now being heard, and it is undoubtedly the most important argument in the case for evacuation. Another danger with psychological results, must be the cumulative effect of fatigue. So far the health of the children has been good—in spite of the almost universal breakdown of asthmatic children—but the shorter summer nights and more consecutive raids are having their effect. Children in rest centres are not getting more than half their normal amount of sleep, nor are those who trek out of the cities on lorries and so forth, leaving the country again often at five or six in the morning. At first the child adjusts to these things far more easily than the adults. A camp-like existence brings excitement and in some instances positive benefits to a child. He is learning to use his independence and his own initiative, but this is counteracted by a restlessness and a lack of concentration when he does appear in school. His new-found independence is being wasted for lack of opportunities for constructive effort.

The real work is still waiting to be done. While one is in the midst of the struggle for the barest recognition of individual needs and claims, one cannot pretend to anything more than a superficial impression of what these wartime conditions mean to the child. He is often being bereft of everyday routine, the very monotony of which provides a useful counterbalance to the tragedies of internal conflict. The outer world must often appear to fulfil the child's most primitive phantasy perhaps rendering him helpless—or perhaps bringing emotional relief. It is very easy to theorize, but only the most careful and painstaking research can produce valid conclusion. Meanwhile there are more practical jobs awaiting the field worker—the problems arising from broken homes are only too familiar—yet evacuation can be a deliberate fostering of these conditions. Therefore social welfare schemes and well-built plans for liaison between the evacuation and reception areas—plans to ease the problem of conflicting loyalties, for the provision of constructive use of leisure time, for guarding against unnecessary fatigue, for parent guidance, for the instruction of billeting committees and a hundred other ways and means, are necessary to enable the child to grow rather than to exist through the present and immediate future. Conventions are a psychological necessity, the old ones are disappearing, new ones must come into being, and in the future child guidance clinics must be prepared to adjust some preconceived ideas about what may constitute the normal and the stable. No doubt if we wish it, it can do us all good to be forcibly pulled up by the roots.

The Need for a Positive Philosophy of Life*

By KENNETH WALKER, M.B., F.R.C.S.

Three years ago I had lunch with Mr. H. G. Wells. We were discussing the world, and more particularly the ideal world which is so often pictured in his books. I told him frankly that I did not believe in this march of humanity towards a glorious future, and asked him whether he also was not beginning to have doubts about it. He replied that it was a question of time, and that the events of a hundred years were of little importance on the scale of man's existence on this earth. One must not, therefore, be dismayed if the progress were slow and interrupted from time to time by temporary retrograde movements. Still, he admitted that there were certain disquieting features in the present situation. He complained of our tendency to tinker with our difficulties, when a wholesale and radical change of method was required. To give point to his remarks he contrasted the attitude of a Frenchman to machinery with that which he believed to be characteristic of the American. Whereas the Frenchman was essentially a botcher, the American scrapped what was inefficient and started all over again. If an engine worked badly, he threw it on the scrap heap and designed a new model. Although I do not see eye to eye with Mr. H. G. Wells, I am going to make use of this dictum of his in what is to follow. During the last fifty years we have all been botchers. Deep within us we have known that the machinery of living was working badly, yet all that we have done has been to attempt to make it run more smoothly by lubricating it with a variety of patent oils; psycho-analysis and its many derivatives, various forms of mental and social hygiene, social welfare and fitness campaigns, vigilance committees and a host of measures for the improvement of young people, of factory workers' conditions, of the labouring classes, and, indeed, of most other sections of the community. But varied and comprehensive though all these methods of treating the world's ills may have been, they all have this in common, that they have been superficial and incomplete. None of them has gone sufficiently deep to touch what has been, and still is, basically wrong in our method of living.

When I advocate a far more radical dealing with our ills, please do not mistake me for a revolutionary out for an explosive treatment of society. I am speaking not so much of social ills, which are to a great extent secondary phenomena, but of the spiritual errors which are the primary cause of them. What I am advocating is that we should examine critically all the values by which we have been living. It is these that have determined the general direction in which we have moved. It is the nation's fundamental beliefs which form the basis of the particular form of society that it creates for itself. C. E. M. Joad, in *Philosophy for our Time*, coined a new phrase by which to describe the age which, it is to be hoped, is drawing to its close. He calls it the "stomach and pocket age", meaning thereby that we have

* Address given at the 18th Annual Meeting of the National Council for Mental Hygiene on July 31st, 1941.

mistaken comfortable living and commercial prosperity for progress. However grandly we may have talked—and we have talked superlatively well!—we have lived for worldly ideals. These ideals have not only controlled each of us as individuals, but also the larger lives of the nations. If we are honest we must confess that, whatever may have been our nominal beliefs, we have lived like good honest materialists. Our “great” men, the men whose names have filled the honours lists, were the heads of great businesses. It was from their ranks that we elected our rulers, and the rulers of a nation are but symbols of the national mode of thought. We wanted good sound men of business and we got them. It is not surprising, therefore, that the assemblies which used to be held at Geneva had the character of meetings in a market-place, where clever merchants vie with each other in driving hard bargains. I do not for one moment believe that the pre-war age was particularly corrupt; it was neither better nor worse than its predecessors. What made it so dangerous was the fact that during the last fifty years science has been lavishing on us powers which we are quite unfitted to use. We are like children to whom an irresponsible outsider has given powder and matches. These gifts have led to our undoing, for whilst our control over external nature has advanced with a terrifying speed, our inner nature has remained as it was. We have still to discover what we have assumed we automatically possessed, namely, a proper technique of living.

Gilbert Murray, in a recent broadcast, drew a parallel between our own times and those of Athens when Socrates was walking its streets. Socrates, he pointed out, had once been the most prominent man of science in Athens, but he eventually arrived at the conclusion that scientific theories and discoveries were not the things that really mattered. What seemed to him to be of the utmost importance was that men should be better, with more “virtue” and more “goodness”. These were the qualities to which men of science had given little or no consideration at all. They lay outside their terms of reference. When he asked his fellow-Athenians for a definition of these attributes, they floundered and began to contradict themselves. Socrates made himself very unpopular—and it must be admitted that his methods of questioning were highly irritating—by showing how ignorant the Athenians were about the true meaning of the words which they used so glibly. Undoubtedly he must have realized that he was annoying his fellow citizens, but he was of the opinion that by questioning people he would induce them to think more clearly, to examine their lives and eventually to discover what good living really meant. If Socrates had walked the streets of London during the last twenty years he would have found that his difficulties were even greater than those which he had encountered in Athens. Few people would have had time for his questioning, and most of those whom he buttonholed would have thought him a silly and impertinent old man. If he had obtained an answer to his inquiry as to what was implied by the good life, it would have been to the effect that it meant a comfortable home, a successful career and the respect of one's neighbours. Socrates was condemned to death by those who resented a public exposure of the fatuity of their own thinking. We would have been less drastic in our treatment of him. We would probably have allowed him a soap-box in Hyde Park and have left it to the police to decide whether he did or did not

constitute a public nuisance. But whatever his contemporaries in Athens thought, the young men of that city were impressed by his questionings. This is evident from the terms of his indictment, for he was charged with "denying the gods whom the city worshipped, bringing in the worship of other strange gods, and misleading the youth of the city". According to Professor Murray, it had become quite an entertainment in Athens during Socrates' lifetime to listen to his polite questioning of some self-important official, and it almost seemed as though that were all he had achieved. But the professor went on to point out that after his death Socrates' sceptical attitude to current ideals began to bear fruit. Xenophon, Plato and Aristotle began to write, and with the rise of the Stoic and Epicurean schools of philosophy a new light burst upon Greece.

No Socrates has yet appeared in our midst, but somehow I have the feeling that even in his absence many young people are beginning to question what we older people have hitherto taken for granted, namely, that prosperity was synonymous with progress. Even although some of us are repeating the old slogans and talking about the search for new markets, many of the younger generation are already dreaming of a new world when this war is finished. They are convinced that all is not well with the world, that old ideas must be scrapped and that an end must be made of botching. The fact that they put all the blame on the older generation and are confident that they will make a far better job of living than did their fathers, is unimportant, for each generation has thought this in turn. What is of importance is that there is a general tendency to examine what has too long been accepted without question.

The fact that these younger people show little enthusiasm for organized religion does not alter my opinion that there is a general movement towards a more spiritual form of life. In the overhauling of old ideals, the tenets of the church must also be submitted to examination. There must be no privilege of the clergy in this general examination of the foundations of belief. We cannot afford to assume that we are a Christian nation, or that even the best of us are attempting to live according to the tenets laid down in the Sermon on the Mount. It is quite clear from the start that there has never existed such an anomaly as a Christian nation. It is equally obvious that even the clergy have found the Sermon on the Mount too difficult for them. The Church, like the rest of us, has been content to tinker with the more obvious defects in our method of living, and to hope for the best. During the twenty-odd years that separate us from the last war, the Church, as an institution, has only brought in one measure of reform, the re-editing of the Prayer Book. This was a purely domestic measure, the passing or the rejection of which was a matter of indifference to the world at large. A certain amount of enthusiasm was also shown by the ecclesiastical party for various schemes of social welfare, for the preservation of the English sabbath and for the safeguarding of the institution of marriage. It has also been much preoccupied with the relation of the sexes, and with the restriction of the size of the family by the use of contraceptives. All of these activities were comparatively unimportant and could be safely embarked upon without risk of becoming unpopular with those who contributed to the Church's financial support.

It would have been unwise and undiplomatic to have imitated Socrates' irritating methods and questioned the whole basis of our living. Because of its poor record in initiating reform, those who are now examining fundamentals do not look to the State Church for leadership. But although the younger generation is sceptical of institutional religion, it is not necessarily sceptical of religion, and it is seldom that even an ardent anti-clerical shows anything but profound reverence for the teaching of Christ. He may regard the teaching as impracticable, he may feel that the ideals that Christ taught are beyond the attainment of ordinary mankind, but deep within him he has the conviction that Christ's words were true.

I fully understand the attitude that the young intellectual of to-day adopts to institutional religion, and, like him, I do not expect a new movement to start within the churches. In saying this I have no wish to minimize the Church's services. Throughout these disappointing years the Church has kept burning—as did the Catholic Church in the Dark Ages of Europe—a small light which has reminded mankind that there exists a spiritual, as well as a material, world. It has been a symbol of a higher level of living. Also, there have existed within the churches countless individuals who, to the best of their ability and in the face of great difficulties, have tried to live according to the teaching of the Sermon on the Mount. But as a body, the Church has failed, and unless some great change comes over it, it is likely to have but little influence over our future.

It is always necessary to make a distinction between the teaching of institutionalized religion and the words of the great founders of religion, so far as we can understand them. What has happened to Christianity has happened to all the great religions of the world. Because the truths expounded by its founder have been too obscure and too difficult for mankind, they have been watered down and a little sugar added. Symbols used by Christ to express ideas that could not otherwise be presented have been understood literally and much of the inner meaning of his teaching has been lost. It is indeed difficult, or impossible, for us to understand much in the teaching of Christ and Buddha, but when we do understand it, we find that it is fraught with meaning. To me, the New Testament and the sacred books of the East contain truths of far greater psychological significance than all the clever writings of the modern psychologists. The authors of these works knew much more about the human mind and the human spirit than any of our great scientists and specialists, and they alone have been able to lay down a truly scientific method of living. Whilst our modern psychologists are able to resolve some of our conflicts, they cannot, and they make no attempt to, tell us how we should live. Freud frankly confessed that he was not interested in religion, and by religion he meant an attitude to life. The analytic method relieves us of some of our difficulties, and then leaves us to get on with our lives as best we can. Adler's only message is that we should adjust ourselves to society, Jung's that we should find our right style of life. Please do not imagine that I do not appreciate the debt we owe to medical psychologists.

When I say that the New Testament and the sacred books of the East are profound psychological treatises, I mean that if we could take them as a guide to conduct, we should escape from many of the psychological dilemmas in which we now find

ourselves. Take, for example, the principle of non-attachment, which constitutes such an important part of the teaching of Buddha. The same principle was enunciated by Christ, although less explicitly: "Take no thought for your life, what ye shall eat, or what ye shall drink; nor yet for your body, what ye shall put on. . . . Take therefore no thought for the morrow; for the morrow shall take thought for the things of itself."

Christ saw how caught up people were with the lesser issues of life, how pre-occupied with, and immersed in, their own immediate wishes. When he bade the rich young ruler give what he had to the poor, he was not so much thinking of the needs of the poor as of those of the rich young ruler, who was over-preoccupied with his possessions. "For where your treasure is, there will your heart be also." It may well have been that the young ruler was so attached to, and dependent on, his worldly position that he had no existence as an individual apart from these. The acceptance of the principle of non-attachment is the only real cure for all our anxieties and worries. And detachment does not, as is often believed, imply either indifference or complete inertia. Those who are dominated by their desires are entirely controlled by them. Only when a man is more detached is he able to see clearly, and, by acting wisely, to attain what he desires.

A second principle which Christ and Buddha taught was that we should interpret life in terms of purpose. If anyone who was puzzled about the meaning of life had consulted a scientist at the beginning of this century, he would have been told that life on this globe was the result of accident. It had no purpose. A concatenation of favourable circumstances happened to exist and as a result the world grew a sort of fungus, which is called "life". There was no meaning in this development, and so far as could be seen, the film of organic life on the surface of the earth served no purpose. Indeed, according to the scientist, it was doubtful whether there existed any plan behind the universe, the whole of it having come into being as the result of the blind interplay of a number of forces. It was no wonder that many who accepted this view of the universe became pessimistic, and were, indeed, inclined to agree with Bertrand Russell that the only attitude for any intelligent man to adopt was one of unrelieved despair. Fortunately the modern scientist is becoming less materialistic in his outlook, and at the same time, more modest in his attempts to interpret the world. If we consult him he confesses that he is unable to give an answer to the questions which we bring to him. Even the philosophers, whose task it is to examine these riddles, sometimes give us answers which we would not expect from the lips of a philosopher. A well-known English philosopher recently confessed to me that, after all these years of study, he was returning to the simple teaching, which, as a boy, he had fiercely repudiated. "I am more and more coming to the conclusion," he said, "that life can only be interpreted satisfactorily in terms of a struggle between good and evil." This was essentially the teaching of Christ and Buddha.

There echoes through the words I have been using a faint overtone of sanctity and piety, which, try as I might, I have not been able to eliminate. A personal explanation must therefore be interpolated. Please let it be understood that I do not belong to the Oxford Group, am not a member of any church or religious body

and that the conclusions at which I have arrived are the result of a scientific, rather than of a religious, study of the sayings of Christ and Buddha.

Whatever may be the outcome of this stocktaking which I believe to be taking place, this critical overhauling of old ideals, there can be no doubt that it is a sign of health. I would even go so far as to say that it is a true mental hygiene. Too long has the material world been at a premium and the world of values at a discount. Many people had not only given up searching for the true, the good and the beautiful, but had even forgotten that they existed. Most of us were content to take life at its face value, to ask no questions and to get on with the business of living. For those of a more altruistic nature, who were unable to leave things as they were, humanitarianism offered an outlet. "The greatest good of the greatest number" was the religious creed of the warm-hearted intellectual, who did his best to make the machinery run more smoothly by means of all those patent "oils" to which we have already alluded.

But in spite of this new disposition to overhaul old ideals, there still remain many who sincerely believe that everything can be remedied by a more skilful organization of society along scientific lines. Those who hold this idea feel that by means of better education, by a more equal distribution of wealth and by the elimination of certain abuses, a satisfactory future for humanity can be assured. But surely most of us must, by now, realize that a reconstruction of the external framework of society in the absence of any change in the inner heart of man is useless? If any proof of the truth of this statement were necessary we have only to look back at the lamentable story of the League of Nations. Exhausted and disillusioned by the last war, the nations of Europe created at Geneva a vast organization which was housed in the Palace of Peace, a building so immense that it contained about three miles of corridors. Here, amidst beautiful surroundings and organized by a formidable secretariat, innumerable committees met to draw up complicated forms of procedure. Henceforth the world was to be run on new and intelligent lines. The hopes of humanity rose. What happened? To the meetings of the League of Nations came the same men with the same ideals, the same thoughts and emotions. Within the Palace of Peace the same old methods of double-dealing were carried on by the "cardsharps" of international politics. Only in a few departments, such as those concerned with matters of health, traffic in drugs, women and children, the improvement of labour conditions and the suppression of certain obvious abuses, was anything of value achieved. Elsewhere, the old cynical crowd of politicians arrived at their secret understandings in the informal meetings which took place in the intervals between the assemblies. In a few years the work of those idealists who had sincerely believed that this was the beginning of a new age had been wrecked; the vast external structure of the League of Nations had become nothing but a hollow sham, a camouflage for political trickery.

Let us turn from this gloomy picture of the past to the more hopeful signs of the present moment. I believe with Havelock Ellis and many others that the religious sense is innate in mankind, and that deep in himself man is conscious of his need for a religion, or some positive philosophy. However long it may lie in abeyance,

however strong may be the forces that are exerted in an effort to crush it, this feeling eventually asserts itself. In a broadcast on Sunday, June 29th of this year, we were told that 12,000 people, under the stress of the great national emergency, gathered in the cathedral in Moscow to take part in a service presided over by the Chief Patriarch. Similar services were held in a large number of other Russian churches. Now, for nearly a quarter of a century, the Bolshevik government has done its utmost to root out every vestige of religion in Russia. Anti-religious propaganda has been widely disseminated, the monasteries closed, the churches stripped of everything which could remind the peasants of their former beliefs, and the walls of the cathedrals covered with blasphemous posters. Yet, at the first threat to the safety of the Fatherland, the unquenchable religious sense of the Slav reasserted itself. Even though this innate reaching out for higher values may sometimes end in nothing but superstitions, in it lies man's chief hope for a better world.

Before reading this paper to you I tried it out on a friend in order that I might have the benefit of his criticism. This was to the effect that, like most other people who are disillusioned about the world's progress, I have been destructive rather than constructive. I have offered no alternative to the efforts that are being made by hopeful people to reorganize humanity along new lines, and have merely stated that without a change in values these are foredoomed to failure. I would like before I sit down to correct this impression. External organization is necessary, for unless a stable and liberal form of society be constructed, all our efforts to lead a better life will be rendered abortive. In modern totalitarian states there exists so little freedom that no individual is able to seek what platonists call "the good life". By all means let us strive to construct a background which is favourable to the development of the higher side of man's nature. But, and this is the centre of gravity of all that I have attempted to say, do not let us for a moment delude ourselves that external organization alone will achieve any lasting results. Somewhere I have read that an Oriental once made the following comment on us: "You have learnt how to fly above the clouds, you have learnt how to swim in the depths of the sea, but so far you have not learnt how to walk upon the surface of the earth." Let us hope that in the years to come we shall learn at last even this, the greatest of all lessons.

"In my last Report, I expressed the opinion that there would be no notable increase in nervous illness during the war. The reason for this is that in the majority of such cases, the illness is due to personal problems, and the effect of the war is to encourage us to put our personal worries on one side, realizing the difficulties which face the country as a whole. . . . We must, however, look to the aftermath of the war. If peace brings with it another slump with consequent unemployment and a sense of personal economic insecurity, then we shall certainly see a sharp rise in the number of cases of nervous and psychotic illness."

ARTHUR POOL, M.B., M.R.C.P., D.P.M.,
Physician Superintendent, "The Retreat".

Play Therapy

Annotation by the Child Guidance Council

That children ought to be allowed and encouraged to play is a truism which has been accepted by society as long as the human story has been recorded and was probably admitted long before this. Play is not only the recreation of the young, but it helps to prepare and train them for their tasks in after life.

No doubt it has long been recognized that by means of play the child works off his surplus energy, releases the exuberance of his spirits and expresses his personality in relation to his society.

Play is therefore very important for the welfare of every child, and it is very necessary to impress on Local Authorities the necessity of supplying ample playing fields for all children and, when children are accommodated in hostels, homes, nurseries, etc., that play material should be supplied, suitable for children of different age-groups.

Also a member of the staff of such institutions should have sufficient leisure to guide and superintend the children's play and be generally responsible for the play material. Such a person's services are vital for the welfare of the children in the institution but he cannot claim the title of play-room supervisor, as this involves special training as set out below.

It is only recently, however, that it has been recognized that the child habitually "plays out" his emotional problems and that by the skilled and intelligent observation of play much can be learnt as to the nature of these emotional problems which the child is far too young to express in words.

The very fact of "playing out" these problems is good for the child, and it may well be that the reason why the emotional strains and stresses of early childhood do so little harm to the future development of the normal child is that the tension engendered by them is released by playing them out.

In the case of less normal children or of those who have been subjected to exceptionally severe stresses and strains, the mere playing out may not be enough.

Theoretically by analogy with adults, such children require psychotherapy, but the trouble has been that the very young child could not express himself in words and so approach was extremely difficult. With the development of play therapy, however, a new avenue of communication between physician and child has been opened up.

Play therapy in its widest sense may be said to include:—

1. The undirected and more or less uncontrolled play of children, during which they "play out" their emotional problem.
2. The supervised and directed play of children who are encouraged to play both individually and in groups with media and toys most likely to allow them to express their emotional stresses.

Such play may be recorded and reported on so that the therapist may correlate such reports with other data relating to the child and thus arrive at a diagnosis and formulate treatment, which may indeed take the form of further directed play.

3. The therapist may not only record and report on the play but interpret it in accordance with criteria which have been established as to the general meaning of play activities of various sorts.

It is clear that interpretation of play is much more open to criticism than mere observation and recording of play, since it may be felt that criteria of general application cannot at all, or cannot yet, be established and that in any case they may be misleading since the personalities of the child and of the therapist may not be sufficiently taken into account.

In this connection, just as the importance of the diagnosis and treatment of the problem child has long been recognized, so there has been considerable controversy as to the qualifications of the person who shall diagnose and treat the child by psychotherapy of any kind. Some psychiatrists consider that they alone shall fulfil the role and should employ play therapy as part of their technique. Others may be prepared to admit non-medical personnel to their staffs to fulfil this function. The Representative Body of the British Medical Association in 1939, after having considered that section of the Report of the B.M.A. Mental Health Committee, refused to give recognition to non-medical psycho-therapists, including play therapists in the non-medical category mentioned above, i.e. those who professed to interpret children's play as opposed to those who only undertake to observe and report.

To avoid misconception it should be pointed out that although psycho-analysts did not offer any training in play therapy as such, they were largely responsible for the idea that occupation therapy can usefully be applied to children. In the psycho-analysis of children, which is taught at the Institute of Psycho-Analysis, the candidates learn to make use of the play of children which takes the place of the adults' verbalization.

Before this decision was reached the Child Guidance Council had at the request of the Tavistock Clinic set up a Play Therapy Committee to draft a syllabus for the training of play therapists, and another for the training of play-room supervisors who would organize play, observe it, and report. In view of the attitude of the British Medical Association, the preparations for training play therapists were abandoned, since it was anticipated that most of the applicants for the Course would not be medically qualified, and only the second part of the scheme was proceeded with. Several clinics had expressed their wish to train play-room supervisors on the lines indicated in the scheme, but unfortunately war put an end to these plans.

The status of play therapists at the moment so far as the Child Guidance Council is concerned is non-existent. No "recognized" training exists. Other bodies, however, have recognized a qualification of psychotherapist. Thus the Institute of Psycho-Analysis and the Institute of Child Psychology train psychotherapists who use play technique, in accordance with the particulars appended. It is generally

considered essential that the training for lay psychotherapy, if it were recognized at all, should be strenuous, and it was also proposed that qualified therapists should work only in conjunction with a doctor. All play-room supervisors are required to work in this way.

As in every profession, there are of course people who have qualified by experience before the introduction of a recognized system of training, and these are continuing their pioneer work. Until play therapy is accepted as an auxiliary medical service, the position of these workers will be precarious. In any case, the title of play therapist should be defined and retained for those with or without medical qualification who have high academic qualifications and have undergone a strenuous training.

Play therapy is in fact a specialized form of psychotherapy and play therapists are really specially qualified psychotherapists. Unqualified persons would probably hesitate to call themselves psychotherapists, still less should they describe themselves as play therapists.

Even play-room supervisors who can be regarded as competent to organize, observe and report on children's play for therapeutic purposes must be highly qualified persons and those who simply look after children playing are not entitled to this title, much less to that of play therapist.

Note re Schemes for Training

A. *Child Guidance Council—Play-room Supervisors* (approved but not in operation)

Preliminary Qualifications

An honours degree in Psychology or such other qualification as the Selection Committee shall accept, with other subjects such as general biology, physiology, hygiene of childhood, psychopathology and child training.

Training: One year course whole-time, consisting of:—

1. Lectures, demonstrations, seminars and discussion—the latter to occupy at least four hours a week.
2. Practical work. In a general play-room both of individual play and group play.

Students will receive experience of visiting the homes of children with whom they are in contact, and should have not less than four weeks' residential experience with children, both domestic and institutional, during the latter part of their course.

Experience in interviewing parents of children gained in the out-patient department of a hospital or otherwise and experience in an in-patient department are also desirable.

B. *The Institute of Child Psychology*

One year General Course intended to give experience in the theoretical understanding and practical handling of difficult, delicate and problem children. This course does not train for practical psychotherapy. (In abeyance at present.)

C. *Institute of Psycho-Analysis*

The curriculum of the Institute of Psycho-Analysis aims at a training in full psycho-analysis, and this takes four years.

News and Notes

Scheme for Rural Health Education

We have pleasure in announcing that the Central Council for Health Education has awarded jointly to the Central Association for Mental Welfare, Child Guidance Council, and the National Council for Mental Hygiene, the prize of £250 which they offered to Affiliated Societies for the best programme of work submitted and to be undertaken during the period ending June 30th, 1942. The Scheme submitted by the three societies, to which reference was made in the July number of the Journal, was considered to be of special merit, and its object is to provide in rural and small urban districts, where services of the kind have not been previously offered, talks dealing with the needs of the child through succeeding stages of development, and with the attitude of adults towards their responsibilities as parents and citizens.

A Committee, consisting of representatives of the three societies concerned, has now been set up in order to carry out the work, and a series of four talks entitled *Understanding Ourselves and Our Children* is being offered to local organizations which have already been approached and many of whom have offered to co-operate in the Scheme, such as Women's Institutes, Townswomen's Guilds, Youth and Church organizations, Rotary Clubs, British Legion, etc.

Scottish Special School Children and Evacuation

A note received from the Scottish Association for Mental Hygiene draws attention to the special difficulties under war conditions connected with feeble-minded children of school age. Under the general evacuation scheme, numbers of children known to be feeble-minded were placed individually in billets, and the variety of problems occasioned by this lack of specialized treatment were apparently quite unexpected by the authorities. At the same time provision was made for the reception of groups of such children in country houses taken over for the purpose, but from the outset the voluntary principle brought down the numbers to such an extent that the cost became prohibitive, and at the present time only one or two such residential homes are in existence.

A second stage of the problem has now been reached, following the drift back of evacuees to their homes. With inadequate air raid shelters, and accommodation still reserved for the Civil Defence services, many of the city schools are attempting the almost impossible task of educating a far larger number of children than it is possible to deal with efficiently. The policy which has been adopted is to begin with educational provision for the older, brighter children and gradually to work down to the younger and duller. Thus whilst most of the normal children now have more or less adequate schooling with compulsory attendance, the Special Schools are still trying to carry on with voluntary attendance and inadequate or no provision for transport, feeding, nursing and other auxiliary services. An attempt is being made to keep up to date with ascertainment, but headmasters are naturally discouraged from embarking on this somewhat elaborate procedure because they know that even

if proved to be mentally defective a child may have to be retained in the ordinary elementary school where attendance at least can be enforced, in order to prevent his running wild. At the same time ascertainment, even without subsequent administrative action, should, it is felt, be urged in that it at least will prevent the future evacuation of defectives along with normals, as well as enabling them to be weeded out of the ordinary schools with the return of normal conditions.

In some areas, where Special School premises were requisitioned by the Civil Defence or military authorities, their classes were scattered over the ordinary schools in the neighbourhood, but this proved so unsatisfactory that in several instances the children were grouped together again as a school unit in some other building.

As parents have so widely chosen to bring their children back even to the most dangerous areas, it would seem that there is an urgent need for educational facilities for Special School pupils on lines approximating to those of normal times. Meanwhile a tribute is due to those teachers who have carried on so valiantly under conditions which too often have been ones of utmost discouragement and difficulty.

Mental Health Emergency Committee

Regional Representatives. Mrs. Montagu Norman (Chairman of the Committee) has very kindly consented to become Regional Representative—jointly with Miss Fox—for the London area. The full list of Representatives is now as follows:—

REGION 1 (Northumberland, Durham, North Riding): Alderman Wm. Locke, 47 Red Hall Drive, Newcastle-on-Tyne, 1.

REGION 2 (East and West Ridings): Miss M. E. Cullen, 35 Wellington Street, Leeds.

REGION 3 (Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire, Rutland, Soke of Peterborough): Miss M. Dyson, 1 Alpha Terrace, North Sherwood Street, Nottingham.

REGION 5 (London, Middlesex, Essex, East and West Ham, parts of Kent, Croydon, parts of Surrey, parts of Hertfordshire): Mrs. Montagu Norman and Miss Evelyn Fox, 24 Buckingham Palace Road, S.W.1.

REGION 6 (Berkshire, Buckinghamshire, Dorset, Hampshire, Oxfordshire, Isle of Wight): Miss Findlay, Room 3, Watlington House, Reading.

REGION 7 (Cornwall, Devon, Gloucestershire, Somerset, Wiltshire): Miss H. E. Howarth, 2 Elton House, Rodney Place, Bristol, 8.

REGION 10 (Cheshire, Cumberland, Lancashire, Westmorland): Miss Martland, Lyndhurst, Queen's Road, Oldham.

Assistants to Regional Representatives have also been appointed in order that by their work for individual cases they may demonstrate to Local Authorities, inclined to be sceptical, the value of such work for evacuated children in Reception Areas, or for children and adults in areas which have suffered from heavy bombing.

A very successful Conference convened by Miss Howarth, Regional Representative for Region 7, was held in Exeter on September 6th, attended by psychiatrists, psychologists and psychiatric social workers in the area. Dr. Frank Bodman (Acting Medical Director, Bristol Child Guidance Clinic) was in the chair. A paper

was read by Dr. Sylvia Davies (Psychiatrist to the Devon County Council) in which she described the arrangements made in the county for dealing with mental health problems resulting from war conditions. Dr. Barbour (formerly Medical Director of the Bristol Child Guidance Clinic, now on war service) spoke on the importance of the preventive side of mental health work. There was a good discussion which was felt to be so stimulating that the desire was unanimously expressed for further opportunities of a similar kind, and the conference has been followed up by a request to workers present, for notes on their special individual experience of mental health problems under war conditions with suggestions for lines of research. It is hoped later to call a larger and more representative conference to include representatives of the health and education services in the Region.

It is encouraging to note the increasing number of appointments of psychiatric social workers made by Local Authorities who have taken advantage of the power given to them to include the salaries of such workers in the Government Evacuation Account. Recent appointments have been made in Lancashire, Westmorland, Northamptonshire (second worker) and Somerset, and in Tunbridge Wells, Caernarvonshire and Nidderdale the loan of workers by the Mental Health Emergency Committee has led to permanent appointments. In addition, appointments are pending in Cumberland and the West and North Ridings. The recent appointment of a worker to the staff of the Shotley Bridge Hospital (Emergency Medical Service) is an interesting precedent.

Children under Five. The Joint Board of the Ministry of Health and the Board of Education, which is responsible for Wartime Nurseries, has approved a plan submitted by the Committee for a loan service of workers with psychological training and special experience of young children, for the purpose of visiting Nurseries to give informal talks to staff and voluntary helpers on the handling of groups of children, planning of recreative occupations, individual activities for special types of children, difficulties of discipline, etc. Notice of the scheme is being sent by the Ministry of Health to Regional Officers, and by the Board of Education to their Inspectors throughout the country, and both Government Departments are giving it their whole-hearted support.

At the time of going to press, Miss Ruth Thomas (C.A.M.W. Educational Psychologist) is giving a series of talks to the staffs of five Nursery Centres in the Saffron Walden district, at the request of the Principal of the Training College.

Course for Staffs of Hostels for Difficult Children. This Course was organized by the Committee, with the approval of the Ministry of Health (who allowed Local Authorities to charge students' fees and expenses to the Government Evacuation Account), at St. Luke's College, Exeter, from September 1st to 6th, 1941. Seventeen students attended, the majority of whom were in charge of Hostels; four were assistant workers. They came mainly from Hostels in Civil Defence Regions 6 and 7, with the exception of two from Wales, two from Yorkshire and one from Westmorland.

The Course was directed by Miss Ruth Thomas, and lectures were given by Dr. Frank Bodman and Dr. Sylvia Davies (Child Psychiatry), Miss Lucy G. Fildes and Mrs. Highfield (Child Psychology), Miss Rendel (Caldecott Community), Miss

Geere (Handwork), Miss Winifred Houghton (Rhythmics and Percussion Band), and Miss Howarth (Social Work). By the courtesy of the Devon County Council all the students visited the Holne Cross Hostel, Ashburton, where they received valuable practical information from the Matron. The syllabus included consideration of all the problems of hostel routine and child management raised by the students themselves, e.g. punishment, sex training, handling of subnormal children, behaviour problems of various kinds, general aspects of organization, etc.

The Course undoubtedly met an urgent need amongst Hostel workers, and all the students agreed that they had received strong reassurance and a new sense of direction as a result of the ideas which had been put before them and of the interchange of experiences amongst themselves. This result was achieved despite the fact that their work was so arduous and exacting, allowing so little free time or opportunity for holidays that they arrived at the Course in a state of fatigue which inevitably tended to lessen their receptivity. If, therefore, as it is greatly hoped, the Ministry of Health will sanction the organization of further Courses, the Committee recommend that a fortnight instead of a week should be allowed. This is regarded as the minimum period necessary, particularly in view of the fact that the majority of Hostel workers have had no special training and it is therefore not easy for them quickly to adapt themselves to the group life of a Residential Course.

It is planned to discuss with the appropriate Ministry of Health officials a "follow-up" scheme, involving visits from the Director to students in their own Hostels, which is designed to supplement the lectures and talks given at Exeter.

The National Council for Mental Hygiene

Through the generous renewal of the Exchequer grant for the continuance and development of the Council's work, it has been made possible to extend the offer of free lectures to Civil Defence personnel, and as a result a further large number of applications are being received from Scheme-making Authorities in different parts of the country. Lectures have already been arranged at Birkenhead, Bootle, Burnley, Salford, Stockport, Trafford Park, and Wallasey. Plans are also being made for similar lectures to be given in Leeds and in other parts of the East and West Ridings of Yorkshire.

The Council's special pamphlets addressed respectively to those in charge of First Aid Posts, Rest Centres and Air Raid Shelters, continue to be in great demand, and applications for copies have been received from Local Authorities throughout England and Wales. The Department of Health for Scotland propose to bring the pamphlet relating to Rest Centres to the notice of supervisors of such centres in a memorandum on the subject which they will shortly be issuing.

Luncheon Meeting. A Luncheon Meeting of the Eugenics Society will be held at the Eccleston Hotel, Eccleston Square, S.W.1, on Tuesday, November 25th, at 1 p.m., at which Dr. H. Crichton-Miller will give an address on behalf of the National Council for Mental Hygiene on "Nature and Nurture in Mental Health". Invitation cards for the Lunch (price 3s. 6d., including tips, payable at the meeting) may be obtained on application to the Secretary, N.C.M.H., 76-77 Chandos House, Palmer Street, London, S.W.1.

Central Association for Mental Welfare

Hostel for Agricultural Workers. The search for premises has now been successful, and satisfactory arrangements have been made with the Gloucestershire Agricultural War Committee for the opening of a Hostel for thirty-five workers at Hatherley Court, Down Hatherley. The Hostel will open as soon as the necessary equipment can be obtained, with the admission of about twenty boys and men on Licence from Certified Institutions. Applications for the remaining vacancies are invited from Local Authorities, but it is pointed out that applicants must be physically strong enough to undertake the rather heavy winter work of land drainage, and should be of stable temperament. At present, admissions are limited to patients who have already received training in an Institution, and have had some experience of outdoor work.

Course for Teachers of Retarded Children. This Course, held at St. Luke's College, Exeter, from August 29th to September 12th, was attended by thirty-three teachers, coming from schools in all types of areas. The Course was under the direction of the Association's Educational Psychologist, Miss Ruth Thomas, and lectures and classes were given by Miss Lucy G. Fildes, Dr. Mildred Creak, Miss Winifred Houghton and Miss Geere. Several talks were given by teachers in attendance, on their educational experiences under wartime conditions. By the courtesy of the Devon County Education Committee, and of the Exeter Education Committee, visits of observation were arranged to various types of schools, and the students spent a helpful afternoon at the Royal Western Counties Institution, Starcross.

The Course was much appreciated by the students, who asked that it should be followed up by a Week-end Conference at a not too distant date.

Educational Psychologists. Under the scheme organized jointly with the Child Guidance Council, four Bursaries have been awarded to candidates wishing to gain practical clinical experience in Educational Psychology, and two of these have begun their training at the Oxford Child Guidance Unit.

Miss Ruth Thomas (C.A.M.W. Educational Psychologist) is giving a course of lectures for parents at Morley College and one to midwives at the College of Nursing, and she is also working for the Mental Health Emergency Committee as Secretary of the Sub-committee on Children under Five.

Mrs. Bathurst (part-time Educational Psychologist) is working in Kettering and Northampton, and has been loaned, through the Child Guidance Council, to the York Child Guidance Clinic for sessional work for a further period.

A scheme is being considered by the Shropshire Education Committee, following on three sets of lectures on the Education of Backward Children given to teachers in the area, under the auspices of the C.A.M.W., by Mrs. Highfield (formerly Educational Psychologist at Southend-on-Sea). Under this scheme it is proposed that the teachers who attended the lectures should work out (under her guidance) the methods suggested and, if they so desired, should institute a short investigation to provide data for future lines of approach in the teaching of reading and number to backward children.

Social Case Work Department. The work of this Department—which includes Mental Health Emergency Cases, Epileptics, and the Joint Register of Foster Homes for Nervous and Difficult Children—continues to increase, and it is hoped that in the next issue of MENTAL HEALTH some account of its growth and development may be published.

School for Difficult Boys. At the suggestion of the Board of Education, plans are now under consideration for the opening of a Residential School for Difficult Boys, to be received from Local Education Authorities under Section 80 of the Education Act, 1921. The search for premises has been begun and it is hoped that a house large enough to accommodate thirty children, preferably in the Home Counties, may ultimately be found.

Committee on Post-War Legislation. In view of the fact that Government Departments have begun to plan proposals for legislative reform to meet post-war conditions, the Executive Council has appointed a Committee to consider questions concerned with Mental Health legislation, in all its various branches. Representatives of the Child Guidance Council and the National Council for Mental Hygiene are serving on the Committee and will report back its recommendations to their executive bodies for approval. The Committee's first task will be to consider the various proposals for reform which have already been made by the Wood Committee, the Feversham Committee, the Special Committee on Education and Notification of Defective Children, and in connection with the Criminal Justice Bill. These proposals will be examined in the light of the new experience gained under war conditions with a view to deciding whether modifications or further amendments appear to be necessary.

Child Guidance Council

Conference. "The Future of Child Guidance in Relation to War Experience" was the subject of the Council's One-Day Conference held on August 16th. About 100 people were present, and a lively discussion followed four excellent papers. Proceedings will be published at a cost of 2s. 6d. per copy or 15s. per dozen, obtainable from the Council's offices, 23 Queen Square, Bath.

New Clinics. The new Child Guidance Clinic which is to serve Oldham and Rochdale opened on September 1st with Dr. Muriel Hughes as Psychiatrist, Mrs. Henshaw, Psychologist and Miss Bavin, Psychiatric Social Worker. Salford Education Committee is establishing a part-time clinic.

It is learnt with regret that Liverpool Child Guidance Clinic has had to close, it is hoped temporarily, as from August 1st.

Fellowships in Psychiatry. Two Fellowships in Psychiatry have been awarded by the Council, one to Dr. Kathleen Cobb, for training under Dr. D. R. MacCalman at Aberdeen, and the second to Dr. Ella Ward who will train at the Child Guidance Training Centre at Oxford, under Dr. Kathleen Todd.

The Pre-School Child. The need for work among pre-school children is receiving more and more attention. The Corporation of Glasgow Clinics Report for the

period 1939-41 states that there has "been a definite increase within the last year in the number of pre-school children referred. Many of the five-year-olds had not attended school when they first came to the Clinic. Some of these children were referred by private doctors, but the majority were sent from Corporation Child Welfare Clinics. This again is a highly desirable development. The younger the child the more effective and lasting is the treatment, and early treatment not only saves time but is probably an insurance for the future. Nurses taking the Health Visitors' Course now attend the Child Guidance Clinics as part of their training and, it is hoped, carry its principles into their work with young children. During the past year three Nursery School teachers have each spent six months in the Clinics and have made valuable contributions from their own sphere."

Juvenile Delinquency. A conference of Surrey and Sussex Magistrates was convened at Brighton by the Magistrates' Association on the afternoon of Monday, September 29th, the Mayor of Brighton taking the Chair. Subject: "Juvenile Delinquency and the Powers of the Court in dealing with it."

Mr. Blake Odgers, a Home Office official, addressed the meeting and prefaced his remarks by saying that he had nothing to add to the joint circular entitled "Juvenile Offences" sent out by the Home Office and Board of Education in June 1941. He stressed paragraph 23 of the circular and dwelt on the benefits to Juvenile Courts of obtaining the services of mental specialists who are willing to advise. He also spoke with approval of Child Guidance Clinics.

The speaker dwelt on the question of probation or binding over, and pointed out that the Court could not impose probation and a fine except in the case of two offences.

The importance of co-operation between Probation Officers and Local Education Authorities was dwelt on for the purpose of getting good reports to lay before the Court at the trial.

Dealing with the difficulty of finding accommodation in Approved Schools, Mr. Blake Odgers stated that the Home Office had no power to start Approved Schools, but that it could give financial help to voluntary bodies providing them. He stated that 3,000 new places were required and that 400 of these had been provided to date. It was hoped that many more would be available next summer.

In the discussion which followed, one Justice stated that weekly talks in schools on "Good Citizenship", given by someone who was not a member of the staff, would be useful. Mr. Blake Odgers said that this was a matter for the Board of Education, not the Home Office.

The question was raised by a Sussex Justice of adding schoolmasters and Education Officers to Juvenile Panels, thus ensuring their attendance in Court. There seemed to be some confusion in the matter, Mr. Blake Odgers taking it for granted that they would be appointed to the Bench, but this did not seem to be the idea of the speaker.

These Conferences seem useful to revive interest in Home Office circulars, but do not add much to the knowledge which can be obtained through books and circulars.

Epileptics and Air Raids

In interesting contributions to *The Lancet* of May 17th, 1941, Dr. Tylor Fox, Medical Superintendent of Lingfield Epileptic Colony, and Dr. J. Shafar, Medical Registrar, West End Hospital for Nervous Diseases and Willesden General Hospital, testify to the rather surprising fact that air raid disturbances and war conditions do not increase the incidence of epileptic attacks.

Dr. Tylor Fox has based his conclusions on the observation of 250 epileptic children and 200 adults during exposure to the "alarms and excursions" attendant upon air activity in the neighbourhood of their Colony, both by day and by night, involving "sirens, a hasty exit from school or workshop, or an unwelcome routing out of bed; on occasion a rush to a rather overcrowded protected room"—in short, a complete upheaval in the orderly routine life considered to be so essential to the welfare of the epileptic patient under normal conditions. And yet, to quote Dr. Fox's conclusions:

"... nothing happened. There was no general increase of attacks on days or nights of air activity, nor has any evidence been found of increased fits in individuals. At least 95 per cent. of our patients have to all appearances been unperturbed, and the resultant mental upset in the remainder has not been striking."

Dr. Shafar records a study of 77 cases of epilepsy under observation between March 1939 and March 1941, most of them being adults in middle life. His findings were as follows:

"There was little difference in the incidence of attacks before the war, during the first year of war and during the six months of heavy raids. . . . It is fair to conclude that neither the first year of war nor six months of aerial bombardment affected the incidence of epileptic attacks.

"The emotional response to danger was also studied with a view to noting the development of nervous disorders. In most patients, fear was almost completely absent during raids and anxiety symptoms were few and mild. No hysterical attacks were reported, and no other manifestations of hysteria were encountered."

This experience is borne out by the C.A.M.W.'s Social Case Work Department which has a considerable number of epileptics discharged from Colonies, under its supervision. Many of these patients have had experiences of bombing, but in none of them has this been followed by an increase of fits.

Association of Mental Health Workers

During the past quarter there has been some revival of regional activity, and meetings of the South Wales Group and the Eastern Counties Group have been held. The Executive Committee met at Oxford on October 18th and discussed, amongst other subjects, the contribution which the Association hopes to make to the Conference to be held next spring by the British Federation of Social Workers on "Social Changes due to the War"—a subject on which, it will be remembered, the Nuffield College Social Reconstruction Survey is now engaged. The problems raised by the recruiting of mentally defective men into the Forces was also discussed. Suggestions for the 1942 Conference will be circulated to members shortly, and another issue of the "News Letter" is in course of preparation.

Book Reviews

The Cambridge Evacuation Survey. Edited by Susan Isaacs, with the co-operation of Sybil Clement Brown and R. H. Thouless. London: Methuen & Co., 1941. Pp. x. + 235.

The study of evacuated children, edited by Dr. Isaacs and her colleagues, is in many ways unique. The numbers are smaller than those covered by other inquiries; but the results are discussed with far greater detail than has been possible in wartime articles published in psychological journals. The readable style, the vivid anecdotes, and the relegation of technical statistics to an appendix, will give the book a wide and popular appeal. Moreover, whereas most of the previous surveys have been based on material collected and analysed by voluntary co-operators, the inquiry at Cambridge has received generous financial help from the Mental Health Emergency Committee, who loaned the services of three psychiatric social workers; and the whole study has been planned and supervised by an able and experienced research committee. It is, therefore, extremely encouraging to find that, on the main points, the report appears to confirm the conclusions reached independently by other investigators, who have studied the same problem in other areas by extensive or intensive methods.

At Cambridge, records were first obtained for 373 boys and girls evacuated from Tottenham, mainly older and brighter children coming from fairly comfortable homes. Later, similar records were secured for 352 children from poorer districts in Islington. Special visits to the billets were in general deemed inadvisable. Hence the material gathered consists primarily, we are told, of "such information about the child and the foster-home as was already in the minds of those who had supervised the children for the first two months". This, however, was freely supplemented by information secured from other sources, particularly from teachers and from essays written by the children themselves.

The investigations showed that only about 8 per cent of the children were unsatisfactorily adjusted to their new environment. Some may be surprised at the low figure; yet it tallies with those obtained in other surveys. The statistical appendix—a masterpiece of lucid exposition—gives a detailed analysis of the amount of correlation discernible between maladjustment and such conditions as sex and age of child, age of foster-mother, changes of billet, presence of other children in billet,

visits of parents, and the economic status of the two homes. Here, too, the main conclusions agree with those of other investigators, namely, that non-psychological factors have comparatively little influence.

To study the influence of psychological factors, an intensive investigation was attempted with a small group of 40 maladjusted children, and a control group of 40 well-adjusted children. These were tested for intelligence by a psychologist; and the character of each child was estimated by a scrutiny of school and home records, by interview, or by observations made during the intelligence tests. The statistical analysis is here perhaps a little less convincing. Of the children whose relations in their foster-homes were rated as unsatisfactory, "only 7", we are told, "were assessed as being perfectly normal". The amount of subnormality which this implies would seem to be exceptionally high. It should, however, be noted that the scheme adopted for classifying the temperamental peculiarities of the children was suggested *ad hoc* by one of the physicians assisting in the work; and consequently comparison with the results of other surveys, either before the war or during the war, may not be altogether justifiable.

Lack of space has presumably prevented the writers from comparing the results of their own investigations with those of others, and thus confirming their results where findings are similar, or explaining the differences where findings are different; and this has led more than one commentator to regret that there have been no other investigations. No doubt, as the writer of the introduction complains, more prevision might have been shown after the warning given in September, 1938. But it is only fair to record that, well before the outbreak of war, attention had already been given to the problem by educational psychologists, tentative schemes for investigation drawn up, and communications opened with officials of some of the larger education authorities; and as soon as war broke out, the editor of the *British Psychological Society's Journal* (Education Section) inserted a note suggesting a co-operative inquiry by agreed methods; and both he and the Society have been active in stimulating and publishing inquiries on the whole subject. The Cambridge investigators rightly emphasize that, with so complex and widespread a problem, collaboration is essential. Moreover, conditions are constantly changing, and fresh problems arising. Similar inquiries,

for instance, are urgently needed on the evacuation of pre-school children, on the effects of air raids, food-restrictions, and the like; and not the least interesting part of the book is the attention incidentally drawn to numerous specific problems still awaiting scientific research. As the writers point out, conclusions drawn from a survey confined to a single area may not hold good in other localities; and comparisons would be easier if psychologists engaged on such researches in various parts of the country could, in spite of the obvious difficulties, consult together, and agree upon the adoption of one or other of the existing schemes for assessing children's personalities, and gather their data upon some more or less uniform plan. Let us hope that the publication of this suggestive survey will stimulate many other inquiries along similar lines.

Meanwhile, in regard to children of school age, the summary of provisional recommendations with which the volume concludes should be of the greatest practical value. The discussion of the reasons for the return of so many children to their homes, the description of child guidance in the reception area, the account of the teachers' personal impressions, and (in some ways the most fascinating contribution of all) the numerous extracts from the children's own essays, still further enhance the merits of the whole book. The committee is to be heartily congratulated on having planned, executed and published so suggestive a piece of work.

C.B.

The Hawkspur Experiment. By W. David Wills, George Allen & Unwin, Ltd. pp. 193. 6s.

The author of this book has long been interested in the training of delinquent youths and has worked in various institutions, including Borstal. He has been a Y.M.C.A. Secretary, a Boys' Club Leader, and Warden of an Educational Settlement in South Wales.

Hawkspur Camp was started by the Q Camps Committee in May 1936, and the author was appointed Camp Chief, but in January 1940 the war made it impossible to continue the experiment. The book is an account of the work done in this period and expounds the principles upon which it was carried out.

The aim of the Q Camps Committee was the training in a free environment on sympathetic and individual lines of young people who, mainly through environmental causes, presented difficulties in social adjustment, or had been in unfortunate circumstances, whether or not they had been actual law-breakers.

The main object of the camp was to encourage

the most effective form of discipline, namely self-discipline, on sound scientific and religious principles, and the Camp Chief and the staff were assisted in their purpose by a Selection and Treatment Committee which was mainly composed of medical psychologists. The day to day problems of camp management were considered by the Camp Council which was more a vehicle for the expression of camp opinion than a governing body. Its authority was limited to the domestic affairs of the camp, and was concerned primarily with the personal relations of the members and the day to day conduct of family life. The members shared with the staff the business of running the camp, and the staff accepted the jurisdiction of the Camp Council on those matters with which the Council was concerned. No punishments were inflicted by the Council except for bullying, and the Camp Chief acted as counsel for the defendant in all cases except where he was one of the principals.

The author does not attempt to give a complete clinical picture of any case, and in one or two instances purposely combines two or more histories in his presentation. This offers difficulties to the reader, and although a series of cross-sections serve to illustrate particular points, horizontal views are necessary for the reader who wishes to focus a case accurately and form an independent judgment of the situation.

It seems that the number of young people who passed through the camp was small, and it would have been interesting to know their length of residence. It is to be hoped that the Q Camps Committee will be able to follow up their after-careers and publish the results. The author does not suggest that all our State institutions for the treatment of adolescent offenders can be managed on precisely the same lines as Hawkspur Camp, but he modestly suggests that this pioneer adventure contained the germ of an idea.

The book should be read by all those who are interested in the welfare of socially maladjusted adolescents and many will regret that the experiment was unavoidably terminated.

W. NORWOOD EAST.

Diseases of the Nervous System. By F. M. R. Walshe, O.B.E., M.D., F.R.C.P. E. & S. Livingstone. 2nd edition. pp. 325. Price 12s. 6d., postage 7d.

The fact that it has been found expedient to produce a second edition of this book eleven months after the first is an indication of its popularity. There are forty additional pages and a number of extra illustrations including five plates. The price remains as before.

A full review of the first edition was given in the October, 1940, number of *MENTAL HEALTH*. It will, therefore, be sufficient now to say this. The first section of the book contains a general statement of the principles of Neurological Diagnosis and the second part a descriptive account of the commoner Nervous Diseases. The general practitioner is thus given all that he is likely to require, but he will find that it is the first section that provides the more outstanding contribution to the subject. The teaching throughout is clear, precise and dogmatic, and although the matter is dealt with from the point of view of the organic Neurologist there is much common sense in the twenty pages devoted to the Psychoneuroses. The illustrations in the text still tend to crudeness, the whole-page illustrations are good and the general get-up is excellent. A valuable book for any doctor's library.

H.C.S.

The Merrill Palmer School. A Report of Twenty Years, 1920-40. Published by the School.

Here is a report of a philosophy of education in practice, of which we in England stand in dire need. "Education for home and family living" is a conception which would give new life to our junior and infant schools and a new direction to the training of our adolescents.

In 1920, Lizzie Merrill Palmer, wife of a U.S.A. Ambassador to Spain, left her fortune for the endowment and maintenance of a school to train young women for "the functions and service of wifehood and motherhood, and the management, supervision, direction and inspiration of homes". In twenty years, the governing corporation of the Merrill Palmer School has interpreted the terms of the will to include the establishment of a laboratory school for children of nursery years, to study their mental and physical problems during the course of their schooling.

It has become a training centre for students previously qualified by college or university training, in all aspects of the care and development of young children. As the children pass beyond the nursery period, the centre caters for their leisure needs by recreational clubs in graded ages, and as the parents have been drawn within the circle of the School's interests, a programme of parent advice and education has evolved. It has also been a pioneer in summer camps for the young.

The School is now an international training ground for those who are interested not in isolated aspects of child life but in the child fabric of the family society.

Though it is best known in England for the

results of its researches into the technique of mental testing for young children, the School's big contribution to our present national needs is this recognition that the child cannot be helped apart from its family. The early services of a liaison officer between the School and the homes of the children, quickly elicited the need for bringing parents together to talk and be talked to. The parents were from all social strata with possibly only one aim in common—their interest in their children. Lectures and study groups quickly developed and now there are regular sessions where parents and expectant parents may bring their problems.

"It was interesting to note that when the staff had to think about parents and their needs, they were literally forced to think about the child as a whole."

This had constant effects on educational techniques. School reports, to mention one instance, had to be revolutionized to meet the recognition that parents are interested not only in growing intellects but in growing people. Closer knowledge of the parents has established the need to help them to expand their own lives to include larger social, recreational and intellectual interests, and the Centre has taken this, too, into its scope.

In this country we expend much verbal devotion on the family ideal, and in point of fact sacrifice a good deal to it in actuality. We do much less than is necessary, however, to ensure that family life is not an unequal struggle with ignorance on how good social relationships can be retained, and above all, what are the rights and needs of children in this respect. A school that was a child and family centre would necessarily evolve a very different attitude to a child's emotional life than that which is at present implicit in an immoderately intellectualized school programme and in staffing and organization incapable of letting the child be known except as a unit in a mass.

R.T.

Science and Seizures—New Light on Epilepsy and Migraine. By William G. Lennox, M.D., Sc.D., Assistant Professor of Neurology, Harvard University; Visiting Neurologist, Boston City Hospital. London: Harper & Brothers, \$2, pp. 258.

It would not be surprising if some enterprising publishing firm brought out a series of inexpensive handbooks about the commoner chronic diseases, intended for sale among their victims. Nor would this be a bad scheme if we could ensure that the facts were presented by those who were really qualified to handle their subject, and had sufficient imagination to put themselves

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Described for Practitioners and Students

By F. M. R. WALSHE, O.B.E., M.D., D.Sc., F.R.C.P.

Physician in charge of the Neurological Department, University College Hospital, London ;
Physician to the National Hospital for Nervous Diseases, Queen Square, London, etc.

EXTRA DEMY 8vo. 344 pages. 32 Illustrations. 12s. 6d. net. Postage 7d. (August 1941)

Some Extracts from Reviews of the First Edition :

" This textbook makes the subject of Neurology vital and interesting to the general practitioner, for whom it is chiefly intended."—*The Lancet*.

" As an introduction to clinical neurology this volume has few equals, and as a useful handbook for the practitioner it can be highly recommended."—*British Medical Journal*.

" Dr. Walshe has now written the ideal book, clear, lucid and easy to read. Only those factors that are important in diagnosis have been included, and suitable forms of treatment are set out in a really practical way. This is a really good book written by a clinician who is used to teaching and explaining the difficult Branch of Medicine that is known as Neurology."—*Medical Press and Circular*.

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in the patient's place when selecting their material. Attempts have, of course, already been made in this direction with certain complaints, such as diabetes and tuberculosis, and here we have, in Dr. Lennox's little book, a brilliant essay on epilepsy for the lay reader. The need for such a book is fairly obvious. The commonly accepted picture of epilepsy is a depressing one. Its victim suffers from fits which are likely to last as long as his life, and for which medical aid is unlikely to be effective. He is probably a self-centred, irritable chap, with a poor memory, low intelligence, very possibly has a criminal streak in his make-up, and is likely to suffer from further mental deterioration. Widespread belief in such generalizations has added grievously to the unhappiness of very many epileptics, whose complaint brings with it, in any case, as severe social handicaps as almost any other. They should read the facts for themselves in Dr. Lennox's book. Here they will find set out in simple language some account of the history of the disease, its causation, the part played by heredity, its various manifestations, its course and prognosis, and its treatment. Sound advice is also given about questions such as education, occupation, marriage and the indications for institutional care. Of necessity, so small a book must be rather dogmatic in tone, and we

must not expect to agree with all Dr. Lennox's statements. In particular he gives the electroencephalograph rather too prominent a place in the picture. This is an expensive apparatus requiring considerable technical skill and experience in its use and still more in the interpretation of the records. Moreover, electroencephalography is in its infancy, and some may doubt if all Dr. Lennox's deductions from its findings will stand.

But Dr. Lennox has written for a wider public than the epileptic and his relatives. He seeks to interest the intelligent and socially minded public in epilepsy, not as a hopeless and baffling disease, but as a widespread scourge which, given the will and the means, can be attacked at least as successfully as other disabling diseases that have caught hold of the public imagination. He estimates the incidence of epilepsy in the United States at about 1 in 200 of the population, a high figure, and points out that the Government of that country is spending ten million dollars a year on maintaining less than a tenth of the total number of epileptics in institutions. Against that figure, he places the sum of 30,000 dollars spent in 1937 on research. Millions for maintenance, he remarks, but practically nothing for prevention. And yet the last few years have shown striking inroads made into our ignorance about epilepsy. New and more

effective drug therapy, much biochemical and neurological discovery, and above all the fresh illumination afforded by electroencephalography have shown beyond doubt that epilepsy offers an extraordinary hopeful field for investigation. A new era of hope is opening up for the epileptic, but for that hope to be consummated we must have the interest and the driving power, not only of the clinician and the laboratory worker, but also of the general public. Research is mainly a response to public demand and Dr. Lennox is out to create that demand. In America he has been associated with the foundation of a Layman's League against Epilepsy. We are importing plenty of highly destructive material across the Atlantic just now. A layman's league would be an effective munition in the war that we should continually be waging against a common enemy.

J.T.F.

REPORTS AND PAMPHLETS

EMPLOYABLE OR UNEMPLOYABLE? Report on Pioneer Experimental Work covering period 6 February, 1939, to 1 August, 1940. By Kathleen F. Laurie, M.A. Copies can be obtained on application to Mental After-Care Association, 110 Jermyn Street, S.W.1.

JUVENILE OFFENCES. Memorandum published jointly by Home Office (Circular 807624) and Board of Education (Circular 1554). H.M. Stationery Office. 3d.

NURSERY EDUCATION. By Dr. B. Stross. Fabian Society, 11 Dartmouth Street, S.W.1. 3d.

THE ASSISTANCE BOARD. By Joan Simeon Clarke. Fabian Society. 6d.

WARTIME BELLETTING. By Margaret Cole. Fabian Research Series, No. 55. Gollancz. 6d.

WELFARE WORK IN BOMBED AREAS. Notes for the assistance of members of voluntary social services. National Council of Social Service 26 Bedford Square, W.C.1. 2d.

Recent Publications

PSYCHOTHERAPY. By Lewellys F. Barker, M.D. D. Appleby Century Co., New York and London. 8s. 6d.

SCIENCE AND SEIZURES. New Light on Epilepsy and Migraine. By Wm. G. Lennox, M.D., Sc.D., Assistant Professor of Neurology, Harvard University. London: Harper Bros. \$2.

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